

LAMBTON-KENT DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
 ~ Thursday, June 10, 2021 @ 6:00 p.m. Via MS Teams ~

Present:	Rose Gallaway - St. Clair Child and Youth Services (Chair) Janet Barnes – Trustee (Vice-Chair) Melani Rich – Autism Ontario, Chatham-Kent and Sarnia Lambton Chapters Chris King – Community Living, Sarnia-Lambton Wendy Smith – Community Living, Wallaceburg Steve Stokley – Community Living, Chatham-Kent Julia MacKellar – Learning Disabilities Association of Chatham-Kent Jean MacIntyre – “Member At Large” Vicki Ware – First Nations Representative	
Resource Staff:	Angie Barrese, Superintendent of Education Sandra Perkins, System Coordinator – Special Education Adam Davis, Special Education Coordinator Angie Moule, Special Education Coordinator Heather Touzin, Special Education Coordinator - Secondary Elizabeth Townsend, Lambton-Kent Elementary Administrators’ Association Lori Gall, Recording Secretary	
Regrets:	Sandra Pidduck – Epilepsy Southwestern Ontario Derek Robertson – Trustee Jayson Campeau, Lambton-Kent Secondary Administrators’ Association	
Guest(s):	Gretchen Sands-Gamble, Elementary Indigenous Special Project Teacher Micheline Beausoleil, Student Engagement Specialist for Aamjiwnaang First Nation Mark Houghton, System Coordinator of Safe Schools Lis Hoskins, LKDSB Attendance Officer Jeff Brosh, Elementary Assistive Technology Resource Teacher Alecia Atterbury	
Agenda Item	Details/Discussion	Action Items
Call to Order and Approval of Agenda	<ul style="list-style-type: none"> The Chair called the meeting to order Jean MacIntyre Moved, Janet Barnes Seconded, “That the Agenda be approved”; All in favour 	
Traditional Territorial Acknowledgement	<ul style="list-style-type: none"> Trustee Barnes recited the Traditional Territorial Acknowledgment 	
Approval of Minutes of May 13, 2021	<ul style="list-style-type: none"> Chris King Moved, Jean MacIntyre Seconded, “That the Minutes of May 13, 2021, be approved.”; All in favour 	<ul style="list-style-type: none"> Lori
Business Arising	<ul style="list-style-type: none"> There was no business arising from the Minutes of the May 13, 2021 meeting 	
Presentation – <i>Indigenous Education</i>	<ul style="list-style-type: none"> Superintendent Barrese introduced Gretchen Sands-Gamble, an Elementary Indigenous Special Project Teacher in the Program Department, to share information about the Board’s Indigenous Education Gretchen explained that she delivers professional development sessions for teachers, leads books clubs, and visits classrooms to teach indigenous history, etc. There are four First Nations within the Lambton-Kent District School Board’s boundaries and she spoke briefly about the impact of colonization on First Nations students and their families; she noted that everyone in Canada has been impacted by colonization and those impacts continue to cut deep into the indigenous culture; as well, she noted that the education system has been impacted by colonization Gretchen said it’s important to acknowledge that, prior to colonization, indigenous children were being educated: mentally, physically and spiritually by their elders She said thinking needs to be shifted to focus on: land-based studies; how students are assessed/evaluated and how they can show their learning; building better relationships, and being more responsive to the needs that exist; as well, she said that educators need to look at the resources they’re using to allow for the connection of indigenous students because many of the resources that exist do not reflect indigenous peoples 	

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Presentation – <i>Indigenous Education</i> (continued)	<ul style="list-style-type: none"> • Gretchen said the education system needs to develop practices that allow indigenous students to connect with their traditions, language and ways of knowing; she reported that, after three years in her role, she has seen an increase in indigenous voices being heard within classrooms and schools, which then encourages the student(s) to become a community builder because they feel supported and have come to understand their potential and power • She shared a slide that provided information about the lack of diversity in children’s books; there is an unfair hierarchy that sees white people being over-represented in literature; based on the small number of books that represent indigenous people, there could be biases, misrepresentations/stereotypes that then impact readers and their understanding of indigenous peoples and their beliefs and values • Gretchen said it’s important for teachers to ensure their resources are updated so there’s responsible representation of indigenous people; as well, there is a need to amplify indigenous voices because they’ve been silenced for too long; ‘nothing about us without us’ • She noted that in the <i>Truth and Reconciliation Commission of Canada: Calls to Action #63</i> (i, ii, iii, and iv) call upon the Council of Ministers of Education in Canada to maintain an annual commitment to aboriginal education issues • She said one book that can help those wanting to improve their understanding of the issues is ‘21 Things You May Not Know about The Indian Act; Decolonizing Education; Dispelling Common Myths About Indigenous Peoples’ • She created a website https://sites.google.com/lkdsb.com/lkdsb-indigenous-ed which includes links to excellent videos/resources • Superintendent Barrese said that if anyone wants to take part in a Book Club, they should email Lori 	<ul style="list-style-type: none"> • All
Presentation – <i>What is Jordan’s Principle?</i>	<ul style="list-style-type: none"> • Sandra Perkins introduced Michelinne Beausoleil, the Student Engagement Specialist for Aamjiwnaang First Nation • Michelinne said her role involves supporting students and their families as they navigate Jordan’s Principle; while she predominantly supports students who live on-reserve, she does what she can to support First Nations students not living on-reserve whenever possible • She explained that Jordan’s Principle is a movement that was developed to uphold human rights for all First Nations children through the creation of the ‘child first principle’; she recommend watching a YouTube video for more information • Historically, First Nations children had to wait for services that fully met their needs, including: education, healthcare, early childhood, recreation, cultural and language services • To correct that problem, a legal requirement (called Jordan’s Principle) was put into place to provide access to services for First Nations children in need and to ensure that the government pays for services without delay • From July 2016 to February 2021, more than 838,000 products, services and supports (such as speech therapy, educational supports, medical equipment, etc.) were delivered through Jordan’s Principle requests, at a cost of almost \$2 billion • Michelinne provided details on eligibility and noted that, when an application is approved, funds are released to the parents/guardian so they can pay for the services as needed or, so they are reimbursed for already-purchased services or products • Jordan’s Principle has provided funding to Aamjiwnaang’s Education Department for things such as psychoeducational testing, educational assistants, teachers and tutors • Superintendent Barrese asked if Jordan’s Principle applications are only good for a certain period of time?; Michelinne said she gathers the necessary information (IEPs, etc.) and then the student is issued an identification number that will continue to be used until they reach the age of 18; each year Michelinne reapplies for funds (until such time as the services are no longer needed) 	

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Presentation – <i>What is Jordan’s Principle?</i> (continued)	<ul style="list-style-type: none"> • Gretchen Sands-Gamble asked if each of the four area First Nations has a Jordan’s Principle Worker?; Michelinne said not every community has a Navigator; each First Nation operates differently • Chris King asked what happens to those students who ‘age out’ of the system?; Michelinne said sometimes they are eligible for ODSP 	
Presentation – <i>Safe Schools</i>	<ul style="list-style-type: none"> • Superintendent Barrese introduced Mark Houghton, the System Coordinator for Safe Schools for the Board • Mark said his portfolio crosses a number of areas and allows him to support Principals in their day-to-day work • He spoke about Bill 81 – the Safe Schools Act, which was passed in 2000; Bill 212 – the Progressive Discipline and School Safety Act which passed in 2007; Bill 157 – the Keeping our Kids Safe at School Act which passed in 2010 and, finally, Bill 13 – the Accepting Schools Act which passed in 2012 • Mark noted that Policy and Program Memos include PPM 120 – Reporting Violent Incidents to the Ministry of Education; PPM 123 – Safe Arrival; PPM 128 – Code of Conduct; PPM 141 – Programs for Students on Long-Term Suspensions; PPM 142 – Programs for Expelled Students; PPM 144 – Bullying Prevention and Intervention; PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour • Mark outlined the Board’s approach to discipline, including progressive discipline measures, and spoke about the Board’s focus on creating pathways for success • He spoke about the structures the Board has set up to ensure safe schools, including: a Board Team, School Teams, and a Workplace Violence Committee • He said Multidisciplinary Teams (MDTs) include a group of people who meet regularly to collaborate and who put plans into place and take actions as needed • Safe Schools creates caring learning environments that embrace diversity and create respect for oneself and others • Mark said that MDTs get involved with emergency drills, climate survey results and action plans as well as supporting each student’s mental health, equity and physical wellbeing; MDTs meet regularly to reassess the effectiveness of areas of concern and to ensure that the overall tone in each school is healthy • He shared the ‘Bullying and Prevention & intervention Framework’ with focuses on prevention and specific interventions • Jean MacIntyre asked for a comparison of school safety over the years; Mark feels that schools are as safe as they’ve ever been; he said that while the types of things that administrators are dealing with are different, and things going on in the community impact the school setting, there are more measures in place to address the myriad of issues students are dealing with 	
2021 Special Education Plan Items to be Reviewed in June	<ul style="list-style-type: none"> • Sandra Perkins outlined amendments made to the Special Education Plan and cited the reasons for any additions, deletions and/or updates • There were no questions about the changes made • Because the review of the 2021 Special Education Plan has been concluded with June’s items, Chris King Moved, Jean MacIntyre Seconded, <i>“That all information and updates related to the 2021 Special Education Plan, as presented at SEAC Meetings held on January 21, February 18, March 25, April 22, May 13, and June 10, 2021, and detailed in Appendix 1.1, be approved.”</i>; All in favour 	<ul style="list-style-type: none"> • Lori
Correspondence	<ul style="list-style-type: none"> • Correspondence dated March 30, 2021 from the Renfrew County Catholic District School Board regarding Support for Bill 172, the Education Statute Law Amendment Act – Fetal Alcohol Spectrum Disorder (FASD) was received <ul style="list-style-type: none"> • It was noted that the agencies in Chatham-Kent and Sarnia-Lambton are doing a great job with the resources they’ve been given • No action was taken • Correspondence dated May 26, 2021 from the Brant Haldimand Norfolk Catholic District School Board regarding Support for Bill 172, An Act in Relation to Fetal Alcohol Spectrum Disorder (FASD) was received <ul style="list-style-type: none"> • No action was taken 	

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Correspondence (continued)	<ul style="list-style-type: none"> • Correspondence dated May 28, 2021 from Durham District School Board regarding Needs-Based Funding/Services for Children with a Diagnosis of Autism – New Pilot Program was received <ul style="list-style-type: none"> • Rose noted that she’s participated in meetings with representatives from the Geneva Centre for Autism and said there has been some confusion/ uncertainty on how everything is going to roll out; she said the Centre is doing a needs assessment and more information will be shared with families • No action was taken 	
Association Reports, Other Business and Sharing of Best Practices	<ul style="list-style-type: none"> • Melani said that Autism Ontario’s 1:1 Support Programs are open until June 28th; a minimum of 500 applications will be approved for up to \$600 in respite services, etc.; everyone who applies will get a confirmation and, after June 28th, they’ll be notified as to whether they are successful; if there is more than one child in a family who has autism, the family can submit multiple applications • She spoke about the camp that’s being offered; more information can be found at https://www.autismontario.com/camp • Jeff Brosh said the Assistive Technology team is continuing to ensure students will have the supports needed over the summer so they’re ready for September • Adam said the Speech and Language Team members are supporting students, and noted that Communicative Disorder Assistants are providing active therapy service • The Enrichment Team is meeting to look at the OLSAT results; Adam noted that, if students were missed due to COVID school closures, they’ll be tested in the Fall • Preschool Intake Meetings are being held; they’re holding initial meetings and, for some, an additional meeting if required • Superintendent Barrese informed the members of SEAC that Angie Moule is retiring, and Jeff Brosh will be replacing her • Angie Moule said the High Needs Autism Team is meeting with staff at schools that have JK students with significant needs • The ABA Team will be offering a “Coffee Talk” for parents over the summer months to provide tips and information; as well, they are offering social groups • Angie Moule said ‘social skills kits’ were developed, and all elementary schools were able to choose two kits (from several different options) • Vicki said they’re offering face-to-face learning in schools and things are going well; their Chief and Council granted approval for their school to include Grade 1 beginning in September, so that will impact some of the Transition Meetings that were planned; they’re excited about the opportunities this will provide • Chris King said their organization will be developing a new Strategic Plan and, as a part of that, they’ll be seeking input from community partners • He said that Beth Jordan-Watson, who was a Guest Speaker (from Developmental Services Ontario) at a recent SEAC meeting, has been hired as their agency’s ‘Housing Supports’ person • Chris noted that their agency came to an agreement for a 3-year deal with CUPE • He said their summer youth camp will be operating out of the Kiwanis Lochiel Centre; they’ll be running at 50% capacity, in cohorts, on a weekly basis • They have 28 students that will be working with the support of 8 Job Coaches; their JobPath Program is starting its fourth virtual session • Julia MacKellar said they received full funding for their summer programs so they’ll be offering: 1:1 Tutoring for Grades 1 – 8; a new program ‘Super Power’; SOAR (for ages 12 – 15-year-olds); and Tilly’s Tales will also continue through the summer • Steve Stokely said they’re working on getting those they support their second vaccination • They are going through the accreditation process again • As well, Steve reported that they secured 6 university students for their summer program, and he said they had an overwhelming response for the program 	

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Association Reports, Other Business and Sharing of Best Practices (continued)	<ul style="list-style-type: none"> • Heather Touzin said they are focusing on helping with transitioning students in the Fall; they are particularly focused on supporting Grade 8s with high needs, students who are coming from outside of the Board, and students who've been learning virtually but who are planning to return to in-school learning in the Fall • Jean MacIntyre asked Superintendent Barrese if she thinks there will be a learning gap for students who've been Home-Schooled?; Superintendent Barrese said the Board is trying to focus less on the gap and, instead, focusing on what has been learned so teachers can build on that; she also informed SEAC that the Ministry of Education provided funding for a reading assessment tool and supports as well as math intervention supports that will be offered in the Fall; she also noted that a summer learning program is being offered to support students • Sandra Perkins echoed the fact that the Special Education Department is busy working to support transitions with the Ministry funding provided; she said the Department has also been busy getting ready for the Fall by completing staffing • Elizabeth Townsend said the Coordinators and Resource Teachers are doing an excellent job in helping students prepare to transition to in-school learning • Elizabeth said Gretchen Sands-Gamble, Candice Fung, and others have provided excellent supports in light of recent news related to residential schools and the impact the news/developments are having on First Nations communities/students • Sheila Richardson said some new ALLP classrooms are being set up based on enrollment; she said there were 123 Preschool Intake students • Rose said their agency's Family Support Division has a new Director, Naty Ramirez Reyes • Rose also noted that they just went through accreditation and are awaiting their final report 	<ul style="list-style-type: none"> •
Next Meeting	<ul style="list-style-type: none"> • September 16, 2021 at 6:00 p.m.; meeting details will be confirmed later • A MS Teams invitation will be sent out for those who want/need to attend virtually 	<ul style="list-style-type: none"> • All • Lori Gall
Adjournment	<ul style="list-style-type: none"> • The meeting was adjourned at 8:30 p.m. 	